R E P O R T R E S U M E S

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A PLAN FOR AN EMPLOYMENT ORIENTATION PROGRAM FOR RETARDED PUPILS IN PUBLIC SCHOOLS IN NEW JERSEY.

NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

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THE GENERAL NATURE OF THE EMPLOYMENT ORIENTATION PROGRAM AND THE IMPORTANCE OF SAFEGUARDING THE TRAINEES' EDUCATIONAL OBJECTIVES AND PERSONAL SAFETY ARE PRESENTED. THIS PROGRAM IS DESIGNED SPECIFICALLY FOR MENTALLY RETARDED STUDENTS AND DIFFERS FROM OTHER COOPERATIVE EDUCATION PROGRAMS IN OBJECTIVES AND OPERATIONAL PROCEDURES. OF PRIME IMPORTANCE IS THE WILLINGNESS OF INDUSTRY TO ACCEPT SUCH A PROGRAM. THE EMPHASIS IS ON ADJUSTMENT FROM FULL-TIME SCHOOL TO FULL-TIME EMPLOYMENT IN NONSKILLED OCCUPATIONS. STUDENTS MUST BE AT LEAST 16 YEARS OLD AND INTERESTED IN PREPARING FOR FULL-TIME EMPLOYMENT. COOPERATING EMPLOYERS AND TRAINING STATIONS MUST MEET SPECIFIC REQUIREMENTS SET BY THE STATE DEPARTMENT OF EDUCATION AND LABOR. THE TEACHER-COORDINATOR MUST MEET THE REQUIREMENTS OF THE VOCATIONAL DIVISION AND THE OFFICE OF SPECIAL EDUCATION. THE LENGTH OF THE PROGRAM IS DETERMINED LOCALLY AND, IDEALLY, HALF THE STUDENT'S TIME SHOULD BE SPENT ON THE JOB AND HALF IN SCHOOL. THE RELATED INSTRUCTION PROGRAM, PRESENTED IN THE SCHOOL, SHOULD PROVIDE INSTRUCTION IN OBTAINING AND HOLDING A JOB, BEHAVIORAL AND SOCIAL PATTERNS, AND SKILLS REQUIRED BY THE JOB. LOCAL, STATE, AND FEDERAL LABOR LAWS MUST BE OBSERVED. EMPLOYER AGREEMENT FORMS, A LIST OF TEACHER-COORDINATOR RESPONSIBILITIES, AND STEPS FOR ORGANIZING A COOPERATIVE EMPLOYMENT ORIENTATION PROGRAM IN CLASSES FOR THE RETARDED ARE INCLUDED. (MS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PLAN FOR AN

EMPLOYMENT ORIENTATION PROGRAM

FOR

RETARDED PUPILS IN PUBLIC SCHOOLS

IN NEW JERSEY.

VT01618

New Jersey State Dept. of Education, Trenton.

APPROVED BY:

THE STATE BOARD OF EDUCATION

November 3, 1965

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
TRENTON

FOREWORD

This bulletin was prepared by the State Department of Education in order to enable laymen and educators to understand the general nature of the employment orientation program and to emphasize the point that such school-work programs must be carefully organized, properly supervised and planned so that the trainee's educational objective and his personal safety are constantly safeguarded.

It must also be recognized by the educator that the employment orientation program depends upon the willingness of industry to accept such a program. While it is an ideal way to assist the mentally retarded student in becoming adjusted to employment, it has some serious drawbacks from an educational standpoint. An industrial enterprise is not a school. It is a business having to make a profit in a highly competitive climate. It is very sensitive to socio-economic and technological pressures. It may have to discontinue its cooperative role in the educational program because of socio-economic circumstances when, from an educational standpoint, it is most needed.

The Employment Orientation Program is designed specifically for mentally retarded students and differs from other cooperative education programs both in objectives and operational procedures.
The principal value of the part-time program of education described is that it affords an opportunity to supplement existing educational programs by providing supervised on-the-job orientation to employment in non-skilled occupation. Emphasis is placed upon adjustment from full-time school to full-time employment.

This bulletin is specifically applicable to the Employment Orientation Training for pupils in programs for mentally retarded pupils. Other types of cooperative work experience programs require different plans and descriptions and cannot be approved under this plan.

This bulletin has been developed through the joint efforts of staff members of the Vocational Division and the Office of Special Education under Dr. Boyd E. Nelson. The combination of the experience of these groups plus the additional financial help that can be provided under vocational legislation promises rapid expansion in this relatively new field.

Robert M. Worthington
Assistant Commissioner
Vocational Education

Robert S. Fleming
Assistant Commissioner
Curriculum and Instruction

PROCEDURE FOR OBTAINING STATE BOARD APPROVAL FOR THE SCHOOL'S PROGRAM

1. File formal application with Dr. Nelson's office.

2. Submit copies of the course of study to the office of Special Education and to the Vocational Division.

3. Submit a blank copy of an agreement form which is to be signed by a school official, the employer and a parent to the Vocational Division.

CHARACTERISTICS OF EMPLOYMENT ORIENTATION PROGRAMS

Part-time cooperative programs of employment orientation education in New Jersey conducted as part of the public special education program for mentally retarded students offer opportunities for meeting an educational need which cannot be provided within the school plant itself.

1. Training for employability.

   Preparation for entrance into employment is a basic objective of the program. School subjects scheduled for participating students include specific instruction related directly to their part-time employment. Students enrolled in this program receive the credits necessary to qualify them for a certificate of completion.

2. School and industry share training responsibilities.

   Ideally, an average of fifteen hours per week would be spent in the school by participating students and a similar average amount of time should be spent in work in an approved place of employment under the close supervision and instruction of plant personnel qualified to give instruction pertinent to the occupational adjustment of the student.

3. Cooperating employers are carefully selected.

   Following are some of the employer qualifications that are evaluated in approving him and his establishment for employment of participating students in the employment orientation program:

   a. He must accept a training responsibility.

   b. He must show evidence of safety consciousness and provide properly guarded equipment for his workers.

c. He must be willing to assign a qualified employee who will be responsible for the training function and whose qualifications are certified by the teacher-coordinator.

d. He must pay wages as stipulated by a written agreement.

e. He must be a party to a written agreement with the school indicating the specific nature of the job experiences to be offered and his acceptance of the conditions of the training plan.

f. He must agree to regular supervision of the program by a teacher-coordinator employed by the school, and other details which will safeguard the participating student and insure the orderly progress of the training program.

The State Department of Education, in cooperation with the State Department of Labor, has agreed that the following conditions should also be applied to any establishment where the participating student will work:

a. Any training program under which a participating student will be employed must be a bona fide employment orientation program approved by the State Board of Education and established for mentally retarded students enrolled in Special Education Classes.

b. The employment of a participating student must not have the effect of displacing a worker employed in the establishment.

c. The facilities of the employer of employment orientation students shall be inspected and approved for adequacy and safety by the teacher-coordinator and a representative of the State Department of Education. Furthermore, the

establishment shall not be approved by the school for on-the-job training until notice of the acceptability of the facilities is received from the State Department of Education.

d. The State Department of Education will establish standards which will be used to evaluate the qualifications of the employee who will be responsible for on-the-job training of participating students in approved establishments.

e. The participating student, during periods of his work experience, shall be under the constant supervision of the designated on-the-job trainer. Any check of an establishment by the teacher-coordinator or by a representative of the State Department of Labor, or the State Department of Education showing that this provision is not carried out, will disqualify the establishment for such training and will call for withdrawal of approval of the establishment.

4. Students are carefully selected.

Students must be sixteen* years of age or over. They must be interested in preparing for full-time employment and intend to stay in school until they complete the educational program provided. Since they cannot participate in the out-of-school work experience program until they have been employed in

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* A participating student may be fifteen years of age if the employer is not engaged in interstate or foreign commerce and is not in the production of goods for such commerce, or is not a producer, manufacturer, or dealer who ships goods or delivers goods for shipment in interstate or foreign commerce. Fifteen year olds may not perform hazardous occupations.

an approved establishment they must possess the qualifications for employment set by the employer as well as the school standards for enrollment in the Special Education Classes. An in-school work experience program or Federal Work-Study Program may play an important role in the selection process. Use of students without such specific preparation may endanger employer support of the program.

5. Advisory committees are valuable.

A representative advisory committee composed of outstanding persons from labor and management and representing the major business and industrial establishments to be included in the employment orientation program may be appointed by the school authorities to meet periodically as long as the program is in operation. This committee can advise regarding student qualifications, school-employer agreements, related instruction, safety instruction in school and on the job, possible job placement opportunities and the development of sound public relations.

6. Students* may be permitted to work in hazardous occupations.

Students in special education under the age of eighteen who are enrolled in the employment orientation program may be permitted to work in certain occupations declared to be particularly hazardous by the U. S. Department of Labor or in occupations prohibited by laws and regulations administered by the New Jersey Department of Labor and Industry. This will involve the same state inspection of work station which is provided in other industrial programs.

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* Sixteen or older - when special working papers are obtained through the cooperation of the Vocational Division and the Wage and Hour Bureau.

The coordinator must exercise discriminating judgement to make certain that a particular student is safe for the particular job -- this means consideration beyond merely legal compliance.

7. Students must be paid.

Every participating student must be paid wages during the time he is working on the job for a private employer. Students enrolled in special education classes may be employed at special minimum wages under exemptions provided for the employment of handicapped workers. The wage rate shall be established locally, however, it is mandatory that a separate wage exemption certificate be obtained for each participating student who is paid less than the accepted standard for such work.

In every case where sub-minimum wages are to be paid a Special Handicap Permit must be secured from:

Wage and Hour Bureau
New Jersey Department of
Labor and Industry
Trenton, New Jersey - 08625

In addition, for each participating student employed in a business or industry which must comply with federal wage and hour laws, it is mandatory that a Special Certificate Authorizing a Sub-minimum Wage for a Handicapped Worker or a Handicapped Trainee be secured from:

Wage and Hour and Public Contracts Division
U. S. Department of Labor
341 Ninth Avenue
New York 1, New York

8. The teacher-coordinator is the key to a successful program.

The employment orientation program requires the employment of a teacher-coordinator who will meet standards to be established by

the Vocational Division and the office of Special Education. He is responsible for the related instruction and the scheduling of pupils in the school program. He is also responsible for a wide range of employer and community cooperation and coordination. Some of the specific teacher-coordinator responsibilities are listed as a supplement to this section. Of necessity, much of his time must be spent outside of the school in frequent supervisory visits to students in the establishments when they are working.

If the school already has another Industrial Cooperative Program with a certificated coordinator, this coordinator may cooperate with a special education teacher in the out-of-school phases of the job, but both men should be involved.

9. The length of the course is determined locally.

Courses are determined upon the basis of individual students needs. School-work scheduling patterns may vary so as to provide sufficient flexibility to achieve the objectives of the employment orientation program.

10. Goals of the related class.

The Occupational Orientation Program is primarily an educational program which should be implemented, in major part, by the school and in the school. The program's goals should include the following:

a. GENERAL ORIENTATION

To serve as an effective method to prepare pupils for:

I. Obtaining Employment

(a) Necessary Knowledge

(1) Knowledge of one's own ability and limitations.

(2) Knowledge of various areas of employment and necessary education, training, experience and skills required.

(3) Knowledge of possible ways and most effective ways of seeking employment.

(4) Knowledge of basis to use in making selection of employment areas.

(5) Knowledge of basis to use in making best selection of available employment opportunities.

(6) Knowledge of all pertinent information one should have available when applying for employment.

(7) Knowledge of effective ways to make best impression during interviews.

(b) Behavioral and Social Aspects

(1) Punctuality for appointment.

(2) Proper dress and neat appearance.

(3) Polite and business-like manner.

(4) Be prepared to state all qualifications and to ask any question.

II. <u>Succeeding at and Retaining Employment</u>

(a) Necessary Knowledge

(1) Academic requirements.

(2) Responsibility to employer.

(3) Employer's responsibility to the pupil.

(4) The rights of the worker.

(5) Knowledge of proper management of all related business affairs.

(b) Behavioral and Social Aspects

(1) Punctuality

(2) Being prepared to work

(3) Willingness to follow directions

(4) Willingness to adjust to regulations and restrictions

(5) Seeking assistance when necessary

(6) Persevering to completion of tasks

(7) Working to one's best ability

(8) Self control

(9) Getting along with others

(10) Appropriate dress

(11) Neat appearance and good grooming

(12) Pleasant disposition

(13) Politeness

(c) Skills - necessary to succeed in required tasks.

Employment at the school with or without pay should be offered as pre-vocational training whenever possible.

Employment under the Federal Work-Study Program should be considered.

It is most important to develop areas of training and experience which can be provided within the school setting. There, in a relatively sheltered and closely supervised work situation, the pupils can be instructed, observed and have frequent evaluations of their progress made.

The limitations of a school setting, however, make it necessary to use the facilities of business and industry as a final testing ground for that which is learned in school. By providing information about the adjustment of individual pupil trainees in realistic job situations, business and industry can assist the school in evaluating the degree of readiness of each pupil for actual employment and the areas of employment orientation which require further emphasis.

11. Several school-work scheduling patterns are possible.

Ideally, approximately half of the participating students time would be spent on the job and half in school. Following are examples of some of the possible combinations:

a. One week in school, one week at work

b. Full day in school, full day at work

c. Half day in school, half day at work

Greater flexibility is permitted with regard to hours and amount of work than is allowed in other cooperative industrial programs.

12. The school has definite responsibilities.

Planning the course, setting it up, and making sure that it functions satisfactorily, is the responsibility of the school. The program should be an integral part of the total educational program and the minutes of the school board should show its authorization. Certain obligations must be recognized and assumed.

The school must provide a qualified teacher-coordinator to assume charge of the course and act as the representative of the school in working with employers, students and parents.

The teacher-coordinator secures suitable job opportunities for students. Students are given occupational information and guidance before they are referred to a job. Selection of the right student for each job opportunity is the school's responsibility.

The school provides the instruction in the subjects related to the student's work experience and in other subjects necessary to provide the best possible program for each child.

The in-school course content and the on-the-job work schedule are set up, and the two must be correlated as closely as possible.

The teacher-coordinator works with the employer and/or the person within industry who is responsible for the student's on-the-job training, to be sure that the student:

a. Is adjusting to the job,

b. Is following the approved job experience program,

c. Is properly supervised,

d. Is working under safe conditions,

e. Is progressing satisfactorily.

The school instruction emphasizes safe working practices in school and on-the-job. The on-the-job supervision could be handled by another industrial coordinator in cooperation with the special education teacher.

13. <u>Local, state and federal labor laws must be observed</u>.

School representatives and employers must be cognizant of the laws, orders, and regulations affecting the employment of minors. The legal restrictions that are highest at any of these governmental levels are the ones that must be met.

Employment certificates are required.

APPROVED EMPLOYMENT ORIENTATION WORK EXPERIENCE
PROGRAM AGREEMENT

_____
(Name of School)

I. The employer _____
(Name and Address)

agrees to employ _____
(Name and Address of Student-trainee)

on an alternate in-school and on-the-job training program. Not more than forty hours per week shall be spent in employment. If the student devotes time to in-school training during any week, the hours of employment shall be reduced. In no case shall the time at school and the time at work exceed a total of forty hours per week.

II. The employer will offer the following work experiences during the training period and will follow a rotation plan that provides basic training in each of the experiences listed.

Job Experiences

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

III. The employer will assign some member of his organization, a qualified employee, who will have a continuing responsibility for the training and supervision of the student trainee. The person responsible for this training on the job is - - -

_____
(Name and Title)

IV. The schedule of compensation to be paid the employment orientation student while at work will be at least $_____per hour. If the student is employed in an occupation in which non-handicapped employees in the establishment are paid at piece rates, he shall be paid at least the same piece rates. The named worker or trainee must be paid his full piece rate earnings or the earnings based on the hourly rate specified above, whichever is the greater.

V. The employer agrees that where a union or bargaining agency is involved, he will obtain union approval of the program.

VI. The student, while in the process of training, will have the status of student-trainee, neither displacing a regular worker now employed nor substituting for a worker that ordinarily would be needed by the employer.

VII. The employment orientation course student will be covered by Workman's Compenaation Insurance and any other benefits to which he is legally entitled as a worker. The student while working in the employer's establishment shall be subject to all regulations applying to other employees.

VIII. Since the employment orientation education program is under school supervision, the teacher-coordinator will be admitted to the employer's premises at such times as the coordinator deems it necessary to observe the student at work and evaluate his progress. The coordinator will conduct his observation in such a way as to cause a minimum of interference with the employer's business.

IX. At regular intervals (not less than two weeks) the coordinator will

consult with the employer or his representative for the purpose of evaluating the student's progress so that an accurate school record can be maintained.

X. The student agrees to report for work punctually and regularly. He also agrees to follow the orders and instructions of his supervisors at all times.

XI. The parent or guardian shall be responsible for the personal conduct of the employment orientation course student during his period of training.

XII. All complaints shall be made to and adjusted by the teacher-coordinator.

XIII. The employment of the employment orientation course student shall be in accordance with federal, state and local laws and regulations.

XIV. This agreement may be terminated by the employer at any time after consultation with the teacher-coordinator. The teacher-coordinator may terminate this agreement at any time after consultation with the employer.

XV. Signatures

Teacher-Coordinator	Employer
Parent or Guardian	By Representative of Employer
Date	Student-Trainee

EMPLOYMENT ORIENTATION WORK EXPERIENCE

TEACHER-COORDINATOR RESPONSIBILITIES

1. Surveying local employment opportunities.
2. Arranging interviews for trainee applicants.
3. Assisting in organizing the advisory board.
4. Publicizing the cooperative aspects of the program.
5. Interviewing and selecting prospective pupils.
6. Approving establishments for employment orientation training.
7. Consulting with the New Jersey Rehabilitation Commission and arranging for the establishment of cooperative employment planning for each student.
8. Working out training schedules with employers.
9. Certifying the qualifications of employees assigned by employers to train student-trainees.
10. Developing adequate records and reporting systems.
11. Assisting in the scheduling of classroom programs for pupils.
12. Preparing courses of study in related instruction.
13. Teaching the classes in related instruction.
14. Arranging adequate classroom facilities and requisitioning necessary teaching materials.
15. Counseling pupils regarding placement with respect to appropriate employment objectives.
16. Maintaining contacts with local employers.
17. Carrying out follow-up studies of graduates.
18. Assisting pupils to obtain work permits, social security cards, health certificates, and special certificates for employment of handicapped workers.
19. Visiting pupils working at training establishments to:

a. Observe the type of work being done.

b. Arrange with employers for rotation of pupils through a wide range of activities to achieve the training objectives.

c. Analyse the jobs of the pupils to secure information for work-theory coordination.

d. Determine how related instruction within the school effectively supplements the on-the-job training.

e. Adjust any problems arising between pupil and employer

20. Checking with employer to make sure student has filed all required permits, certificates, etc. before actual placement of student on the job.

SUGGESTED STEPS IN ORGANIZING A COOPERATIVE EMPLOYMENT ORIENTATION PROGRAM IN CLASSES FOR THE RETARDED

1. Notify State Department of Education, Division of Vocational Education and Special Education Services of your intent to explore the possibility of setting up a part-time cooperative employment orientation program and request its assistance. Submit tentative program outline for orientation and preparation for in-school training.

2. Acquaint the school faculty with the program.

3. Meet with representatives of business, labor, and management.

   a. Establish general need
   b. Explain nature of program - purposes and objectives

4. Form a representative advisory committee.

5. Survey the community to determine employment opportunities.

   a. Give special attention to safety factors, working conditions, wages, etc.

   b. Determine employers willingness to employ employment orientation students and participate in the program.

6. Evaluate the training qualifications of employer.

7. Have appropriate Department of Education representatives from the Vocational Division Services check the facilities of each prospective employer to determine suitability for training students.

8. Acquaint pupils with the program and determine pupil interest and parent approval in enrolling in it.

9. Obtain local and state board of education approval of program through the Vocational Division of the Office of Special Education Services.

10. Select a qualified teacher-coordinator.

    a. Determine and outline his duties and functions.
    b. Determine his ability to meet state certification requirements.

11. Arrange for student interviews and placement in approved establishments.

    a. Complete an employment training agreement.
    b. Obtain part-time working certificates for students in the employment orientation program.
    c. Help students obtain Social Security cards and numbers.
    d. Assist employer in securing certificates and permits for handicapped workers.

12. Provide adequate school classroom facilities for related technical instruction to be conducted by the teacher-coordinator.

13. Arrange "in-school" schedules for students so as to provide for close coordination between on-the-job experiences and in-school instruction.

14. Provide pre-employment training within the School. Summer employment under the Federal Work-Study Program should be considered as well as regular school work rotation. During the Academic Year, Work-Study must be outside of school hours. Employment within the school can be used to advantage as a fill-in when a student has been released by one employer and prior to his being hired by another.